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Part I. is on "Being" or the "stuff character of reality." By stuff the author means energy. This division of the book is especially valuable as containing a philosophical analysis of the scientific concept of energy. It is a resumé of the position of contemporary science. Part II. deals with the attribute of consciousness. The subject of the nature of consciousness is the topic which has received a great amount of attention during recent years. The chapter entitled "Examination of Theories" contains a fairly comprehensive account of current theories. The author's own view has much in common with the diaphanous theory of Mr. G. E. More. Consciousness makes the difference of awareness. It is a "neutral light," colorless, without differentiation, mechanism, or efficiency. Parts III. and IV. deal with space and time, respectively. Each is treated in realistic fashion, its reality depending on the difference it makes to our reflective procedure, space making the difference of "translation," and time that of "transformation." The author's treatment of time has much in common with that of Bergson, though it was worked out in independence of him. The fact of change, of process, of productivity demands the objective reality of time.

Part V. treats of form, that is, of the direction and evaluation of things. Nowhere has the pragmatic reaction broken more abruptly with tradition than in its treatment of progress. Modern philosophy has presented progress as a sort of pensioning on the part of the absolute. Pragmatism has modified the absolutistic doctrine of ready-made objectives into a doctrine of projectives, they being framed by intelligence as means of advancement and control. Where are things headed? That depends, the pragmatist is likely to say, on where you want them to go. Give a circle consciousness and it will go straight to circularity. But then circularity is there to go to. But where is reality headed? The objective reality and productivity of time forces the question to an issue. In answer to the question Professor Boodin develops a doctrine of teleological idealism. Direction is a metaphysical attribute, and consequently a sound basis for a faith philosophy.

In this brief notice of Professor's Boodin's book I have made no attempt at critical estimation. I am only calling attention to a noteworthy and well-nigh novel endeavor, that of writing a pragmatic metaphysics.

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Experiments in Educational Psychology. DANIEL STARCH. Revised and Enlarged. New York: Macmillan Company. 1917. Pp. ix + 204.

The first edition of this book was published in 1911, and was re-

viewed in this JOURNAL.¹ "The chief changes in this edition consist in the addition of three short chapters, several tables of results for various tests, and a number of questions on the results of experiments."

The new chapters deal with the following topics: "Individual Differences in Abilities in School Subjects," which applies the general category of "individual differences" to school ratings; "The Distribution of Marks," which sets forth the principles of the theoretical distribution of students along a "normal probability curve"; and "The Coefficient of Correlation," which gives one of the methods of computing this coefficient (the "Pearson rank method"), and illustrates its application.

These additions help the book by attempting to relate its materials somewhat more closely to certain pertinent school conditions. There is, it is true, a typical academic fault in this new material. For example, in the chapter on the "Coefficient of Correlation," Pearson's formula is given *ad hoc*, with no suggestion as to its derivation. It seems simply an arbitrary mode imposed upon facts—as so much more non-intelligible material, to be used, although not understood.

Of course, no one would think of turning back the study of educational psychology to the old days of generalization upon uncontrolled experience. But as one finishes the average text in educational experimentation, it is with the feeling that the author conceives the child to be essentially a plastic nervous system, of varying degrees of impressionability, with varying degrees of resistance, persistence, and powers of renewal—all to be molded by the teacher into forms of habit which will be determined by the interplay between these "native characteristics" of the nervous system and the skill and determination of the teacher.

Such a conception is valuable, and has its place in the whole field. But it is only part of the story. Such a presentation of materials ought never to be used alone. Its place is in connection with a general analytic course in educational psychology. The whole world is striving, to-day, to find the basis of a more thoroughly social educational procedure. This involves the development of a child who shall be not merely *habit*—*i. e.*, properly molded nervous system—but also *thinker*—*i. e.*, self-directing personality. The proper development of adequate habit is an essential of this outcome: it is in the field of habit-building that most of the work in educational experimentation has its application. But this is but one aspect of the problem: habit is essential—as the basis, the mechanism. But

¹ Vol. IX, p. 246.

democracy demands that education shall go beyond habit-building. So democratic educational theory will demand that educational psychology shall go beyond the processes of habit-building. All of which means that such a manual as this furnishes excellent material for *one aspect* of the course in educational psychology—but not for the whole course.

As a brief manual for such use in connection with the general course in educational psychology, it is excellent. And the social common sense of the teacher should be sufficient to protect the student against the possible evils inherent in any manual of experiments.

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JOURNALS AND NEW BOOKS

JOURNAL OF ABNORMAL PSYCHOLOGY, April–May, 1917. *A Study of the Anæsthesia, Convulsions, Vomiting, Visual Constriction, Erythema, and Itching of Mrs. V. G.* (pp. 1–24): EDWARD J. KEMPF.—The account of a patient at a state hospital for the insane is discussed. The conclusions drawn are in part that “Psychonueroses are conditioned reflex activities and are pathological because the affections have become conditioned through experiences to react to stimuli that normally should have an indifferent influence.” *Some Analyses in the Psychopathology of Every-day Life* (pp. 25–53): H. W. FRINK.—Several cases are mentioned where persons have forgotten words in speaking or writing and explanations are offered. *The Mental Imagery of Stutterers: An Examination of Certain Current Theories* (pp. 34–43): JOHN M. FLETCHER.—A review of some of the theories of stuttering is given with criticism against certain theories concerning the essential pathology of stuttering. No permanent peculiarities of imagery that would distinguish stutterers from normal persons exist. *The Stuttering Boy* (pp. 44–48): KNIGHT DUNLAP.—Few girls stutter. The fear of uttering his gutter-vocabulary in the hearing of his family may cause the boy to stutter. *The Deforming Influences of the Home* (pp. 49–57): HELEN WILLISTON BROWN.—Parents should be brought to consider their children as children of the world as well. *The Meaning of Psychoanalysis* (pp. 58–68): TRIGANT BURROW.—By specific psychoanalysis is meant that which is synonymous with Freud. *Reviews*: J. A. Green, *Life and Work of Pestalozzi*: ARNOLD L. GESELL; William Stern, *The Psychological Methods of Testing Intelligence*: ARNOLD L. GESELL; G. V. N. Dearborn, *The Influence of Joy*: MEYER SOLOMON; S. J. Holmes, *Studies in Animal Behavior*: ROBERT M. YERKES. *Books Received.*